

Draft Preparation and Testing of Educators-January 7, 2002

TITLE 515 PROFESSIONAL STANDARDS BOARD

Proposed Rule
LSA Document No.

**ARTICLE 1. TEACHER TRAINING AND LICENSING: REQUIREMENTS FOR EDUCATION
BEGUN AFTER ACADEMIC YEAR 1977-78**

Rule 3. Preparation and Testing of Educators

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515 IAC 1-3-1 Accreditation of institutions preparing educators

Authority: IC 20-1-1.4-7

Affected: IC 20-6.1-2-2

Sec. 1. (a) State approval of institutions preparing educators is based on Professional Standards for the Accreditation of Schools, Colleges and Departments of Education of the National Council for Accreditation of Teacher Education (NCATE) (hereby incorporated by reference), Model Standards for Beginning Teacher Licensing and Development of the Interstate New Teacher Assessment and Support Consortium (INTASC) (hereby incorporated by reference), and the standards for educators adopted by the board. Actual accreditation by NCATE is strongly encouraged but not mandatory. An institution not accredited by NCATE must be reviewed for approval according to subsection (d).

(b) An institution accredited by NCATE must submit to the board, prior to the NCATE accreditation visit, reports that comply with board guidelines.

(c) An institution not seeking NCATE accreditation must submit to the board, prior to the accreditation visit, reports that comply with board guidelines. Based on the model of NCATE accreditation and using the standards listed in this section, the board will conduct an accreditation visit using the Indiana board of examiners.

(d) The board will make the final determination of the Indiana accreditation status of all

institutions desiring to prepare educators for licensing.

- (e) The board shall assist institutions in developing quality programs for preparing educators.

515 IAC 1-3-2 General requirements

Sec. 2. (a) Each unit shall designate a unit head and a licensing advisor, and shall provide the name, mailing address, electronic mail address, telephone number and facsimile number of the unit head and the licensing advisor to the board.

(b) Written notice from the board to the unit head, either printed or by electronic means, shall be notice to the institution.

- (c) A unit shall maintain a record of its candidates and their progress.

(d) The board shall keep each unit head and licensing advisor informed of regulations and policies adopted by the board. Each unit head and licensing advisor shall remain informed of regulations and policies adopted by the board, and shall inform unit faculty and candidates of board regulations and policies.

515 IAC 1-3-3 Unit assessment system

Sec. 3. (a) Each institution must create a unit assessment system, a plan for collecting and analyzing data on applicant qualifications, performance of candidates and graduates and unit operations for evaluating and improving the unit and its programs.

(b) No later than June 30, 2002, each institution accredited under this rule shall submit its unit assessment system narrative describing its unit assessment system in a format approved by the board. The narrative shall indicate:

- (1) the sequence of performance assessments used by the institution during preparation to determine each candidate's competency and eligibility for a licensing recommendation under this title;
 - (2) the unit's plan for use of results of its graduates' performance on any beginning educator assessments under this title to continuously improve the quality of the institution's preparation of educators, and the expected evidence that will document the institution's progress in improving that preparation; and
 - (3) other relevant information as defined in guidelines issued by the board or the submission format approved by the board.
- (c) An institution shall submit its narrative by delivering it to the board during established

business hours, or by depositing it with the United States Postal Service, by certified mail, proper postage affixed, properly addressed to the board.

- (1) Receipt of the unit assessment system plan will be acknowledged to institutions and Teacher Education Committee in compliance with IPSB mandate of June 30, 2002 submission deadline.
- (2) Upon receipt of the completed unit assessment system document a review of each document will be completed to determine that each of the seven (7) criteria for the Unit assessment system has been adequately addressed and that the plan is aligned with the board approved comprehensive standards.
- (3) All clerical review reports are to be completed and sent to institutions and the board or its designee within three months. Letter mailed to each institution indicating the results of the first clerical review of the unit assessment system document, noting, where necessary, any areas not addressed.
- (4) Institutions will submit 15-18 months in advance of their NCATE visit an Institutional Report (IR) specific to NCATE Standard 2 – Assessment System and Unit Evaluation. This report will be organized around the three elements of the Standard and the seven IPSB unit assessment system criteria. This timeline will have to be shortened for those institutions that will have an NCATE review in 2002-2003.
- (5) A formative peer review will be conducted of each plan to provide the board assurance of unit assessment system implementation and to provide each institution with a constructive peer review prior to its NCATE review.
 - i. The review panel will consist of two higher education representatives, one P-12 representative and one IPSB staff.
 - ii. The review process will consist of a morning panel paper review of the Institutional Report (IR) which can be a maximum of 50 pages, elaborative documents, and a list of unresolved questions a unit may have about the unit assessment system; and an afternoon interview of the person designated as manager of the unit assessment system and representatives of the assessment team.
- (6) A written report, by standard element and criteria, will be sent to each unit and a copy sent to the board or its designee.
- (d) Acceptance of the unit assessment system will equate to a determination regarding Standard 2 of the NCATE accreditation. Criteria for an acceptable unit assessment system will be those set by NCATE.

(e) NCATE reports will be submitted to the board for final determination of state accreditation.

(f) If an institution does not submit a unit assessment system by the deadline in subsection (a), the board shall immediately begin proceedings to revoke its accreditation and shall issue public notice regarding the reason for the revocation proceedings.

(g) An institution not accredited under section 1 of this rule as of July 1, 2002, that applies after that date to become accredited, shall submit its unit assessment system as part of the process for accreditation.

515 IAC 1-3-4 Recommendations for licensing

Sec. 4. (a) A unit shall recommend a candidate for a license in a format approved by the board as described in 515 IAC 4-2.

(b) For an initial license, the recommendation shall identify each licensing category, the score of any corresponding written examination required under sections 5 and 6 of this rule, and the date the candidate completed the preparation program.

515 IAC 1-3-5 Dates and locations of examinations; registration deadlines; examination fees

Sec. 5. (a) The Educational Testing Service shall schedule dates and locations for the national administration of the examination.

(b) The board may schedule dates and locations for special state administration of the examination.

(c) The Educational Testing Service shall establish registration deadlines for the examination.

(d) The Educational Testing Service shall establish examination fees to be paid directly to the Educational Testing Service.

515 IAC 1-3-6 Test requirements and exemptions

Authority: IC 20-1-1.4-7; IC 20-6.1-3-10.1

Affected: IC 20-6.1-3-3

Sec. 6. (a) An applicant for an Indiana initial teaching license must do the following:

(1) Consistent with 515 IAC 1-2-20, one (1) of the following:

(A) From July 1, 1997, through August 31, 1999, for an applicant who has completed a teacher preparation program before September 1, 1999, and who is administered an examination before September 1, 1999, successfully complete a written examination that demonstrates proficiency in:

(i) communications skills;

- (ii) general education;
- (iii) professional education; and
- (iv) knowledge of the areas in which the individual is required to have a license to teach.

(B) From September 1, 1999, for an applicant who has completed a teacher preparation program during calendar year 1999 and who is administered an examination described in IC 20-6.1-3-10.1 on or after September 1, 1999, successfully complete a written examination that demonstrates proficiency in:

- (i) basic reading, writing, and mathematics through the Pre-professional Skills Test (PPST or Praxis I) of the Educational Testing Service;
- (ii) pedagogy; and
- (iii) knowledge of the areas in which the individual is required to have a license to teach.

(C) From September 1, 1999, for an applicant who has completed a teacher preparation program during calendar year 2000 or after and who is administered an examination described in IC 20-6.1-3-10.1 on or after September 1, 1999, successfully complete a written examination that demonstrates proficiency in:

- (i) basic reading, writing, and mathematics through the Pre-professional Skills Test (PPST or Praxis I) of the Educational Testing Service;
- (ii) pedagogy; and
- (iii) knowledge of the areas in which the individual is required to have a license to teach.

(2) Fulfill the academic retention standard established by the institution recommending the applicant.

(b) An applicant who has not successfully completed the required examination under subsection (a)(1)(A) or (a)(1)(B) may qualify for a one (1) year, renewable limited license under 515 IAC 1-2-20.

(c) As an alternative to successfully completing the entire written examination listed under subsection (a), an applicant for an initial license may demonstrate proficiencies in the subject areas required by the examination in the following circumstances:

(1) An applicant may successfully complete an examination which is substantially equivalent to the examination required under subsection (a)(1). The board shall determine what constitutes substantial equivalency.

(2) An applicant who has a disability that would affect the applicant's performance on the examination, for which the applicant has taken the examination with reasonable accommodations, and for which the applicant has not successfully passed the entire examination, may not be required to have obtained a passing score in all subject areas required by the examination. To obtain a proficiency review under this subsection, an applicant should submit the following to the board and may submit additional material:

(A) A letter in which the applicant requests a review of the applicant's proficiencies in the pertinent subject areas.

(B) Credible documentation of the disability from an appropriate professional.

(C) Documentation which shows that the applicant has taken the examination with special accommodations.

(D) A written statement from an education professional who has worked with the applicant which attests to the competency of the applicant as a classroom teacher.

(E) A written statement from a college faculty member who has supervised the applicant's clinical experience which attests to the applicant's proficiency in classroom performance.

(F) A statement which outlines any special assistance or accommodations the candidate has had during college.

(G) The applicant's test history.

(H) A transcript copy which shows evidence of completion of a teacher preparation program, including student teaching and degree posted on the transcript.

(I) Any other relevant documentation required by the board.

An applicant with a disability that might affect test performance should notify the testing company of the disability when making application to take the test.

(Professional Standards Board; 515 IAC 1-4-1; filed Nov 26, 1985, 8:20 a.m.: 9 IR 717; filed Jun 11, 1986, 4:00 p.m.: 9 IR 2718; filed May 13, 1987, 9:30 a.m.: 10 IR 2289; filed Dec 15, 1989, 4:45 p.m.: 13 IR 885; filed Jan 28, 1992, 5:00 p.m.: 15 IR 1004; filed Sep 16, 1998, 9:16 a.m.: 22 IR 445; filed Nov 20, 2000, 3:21 p.m.: 24 IR 995; filed Jun 1, 2001, 2:00 p.m.: 24 IR 3030; readopted filed Sep 25, 2001, 9:43 a.m.: 25 IR 529) NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-4-1) to the Professional Standards Board (515 IAC 1-4-1) by P.L.46-1992, SECTION 19, effective July 1, 1992.

515 IAC 1-3-7 Minimum acceptable scores

Authority: IC 20-1-1.4-7; IC 20-6.1-3-10.1

Affected: IC 4-22-7-7; IC 20-6.1-3-3

Sec. 7. (a) The following are the minimum acceptable scores for successful completion of the examinations described in section 1(a)(1)(A) of this rule; the number in parentheses is the code number used by the Educational Testing Service for the test:

- | | |
|------------------------------------|-----|
| (1) Communications skills (10500) | 653 |
| (2) General knowledge (10510) | 647 |
| (3) Professional knowledge (10520) | 646 |

(b) The following are the minimum acceptable scores for successful completion of the examinations described in section 1(a)(1)(B) or 1(a)(1)(C) of this rule; the number in parentheses is the code number used by the Educational Testing Service for the test:

- (1) Mathematics: 320 on computer based test (0731), or 175 on written test (10730).
- (2) Reading: 323 on computer based test (0711), or 176 on written test (10710).
- (3) Writing: 318 on computer based test (0721), or 172 on written test (20720).

(c) The following are the minimum acceptable scores for successful completion of the various specialty area tests; the number in parentheses is the code number or the last four (4) digits of a code number used by the Educational Testing Service for the test; if two (2) or more tests on the same subject are or may be offered at the same time, the word "replaces" follows the code number of the required test, and precedes the code number of the test that is no longer accepted, and the effective date of the required test:

National Teachers Examination Specialty Area Tests

or

Praxis II from the Educational Testing Service

Art: Content Knowledge	149
(0133 replaces 10130 after August 1, 2001)	
Art Education (10130)	510

Biology: Content Knowledge (0235) (Middle and High School) (0235 replaces 10230 after August 1, 2001)	154
Biology and General Science (20030) (Middle School)	560
Biology (10230) (High School)	510
Business Education (10100)	480
Chemistry: Content Knowledge (0245) (0245 replaces 20240 after August 1, 2001)	151
Chemistry (20240)	460
Early Childhood Education (K-3) (10020)	510
Earth Science: Content Knowledge (0571 replaces 20570 after August 1, 2001)	150
Earth/Space Science (20570)	420
Elementary Education: Curriculum, Instruction, and Assessment (10011)	143
Education of Students with Mental Retardation (10320)	560
English Language, Literature, and Composition: Content Knowledge (10041) (Middle and High School)	153
French (10170) (Middle and High School)	520
French: Content Knowledge (0173)	160
French: Productive Language Skills (0171) (0173 and 0171 replace 10170 after August 1, 2001)	162
General Science (10430) For General Science License	450
For Physical Science License	360
German (20180) (Middle and High School)	490
Health Education (20550)	420
Home Economics Education (10120)	540
Introduction to the Teaching of Reading (10200)	510
Mathematics (10060) (Middle and High School)	530
Mathematics: Content Knowledge (0061) (0061 replaces 10060 after August 1, 2001)	136
Media Specialist (10310) (Library Media Specialist)	530
Music: Content Knowledge (0113 replaces 10110 after August 1, 2001)	140

Music Education (10110)	510
Physical Education (10090)	540
Physical Education: Content Knowledge (0091)	150
(0091 replaces 10090 after August 1, 2001)	
Physical Science (10430)	360
Physics: Content Knowledge (0265)	149
(0265 replaces 30260 after August 1, 2001)	
Physics (30260)	400
Prekindergarten Education (20530)	390
(for Pre-K/Early Childhood License)	
Reading Specialist (0300)	370
(For elementary teaching after July 1, 2001)	
Social Studies: Content Knowledge (10081)	147
(Middle and High School)	
Spanish (10190)	500
(Middle and High School)	
Spanish: Content Knowledge (0191)	159
Spanish: Productive Language Skills (0192)	162
(0191 and 0192 replace 10190 after August 1, 2001)	
Special Education: Knowledge-Based Core Principles (0351)	136
Special Education Core Principles: Content Knowledge (0353)	150
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371)	139
(0371 replaces 10370 after August 1, 2001)	
Special Education: Teaching Students with Learning Disabilities (0381)	139
(0381 replaces 10380 after August 1, 2001)	
Special Education: Teaching Students with Mental Retardation (0321)	144
(0321 replaces 10320 after August 1, 2001)	
Speech Communication (10220)	490
Teaching Students with Emotional Disturbances (10370)	540
Teaching Students with Learning Disabilities (10380)	430
Technology Education (10050)	590
(Industrial Arts).	

(d) An applicant for a teaching license in a health occupations specialty area must take the registry or certification examination required by the respective professional association and achieve at least the minimal score accepted by that professional association.

(e) An applicant for a teaching license in a vocational specialty area must take the National Occupational Competency Trade and Industry Test (NOCTI) in the appropriate specialty area and achieve a minimum T-score of

forty (40).

(f) An applicant may repeat any section of an examination on which the applicant does not achieve the minimum score.

(g) If, during the time an applicant for an initial teaching license is enrolled in a teacher preparation program, the applicant achieved the minimum acceptable score required for an examination or test in subsection (c), (d), or (e), the applicant may use that score even if a different score or a different examination or test is required at the time of application for the license. However, an applicant must achieve the minimum acceptable score for any examination or test that has been added as a requirement for an initial teaching license after the applicant completed the preparation program.

(h) In lieu of amending this rule, the professional standards board may publish a "Notice of Test Code Change" policy statement pursuant to IC 4-22-7-7 in the event that the Educational Testing Service changes the name of or a code for a test but does not change either the content of the test or the scoring scale for the test. Upon publication, the professional standards board must simultaneously distribute the notice to the unit head and licensing advisor of each institution preparing educators.

(i) In addition to 515 IAC 1-2-20 regarding limited licenses, a person who is otherwise eligible for an initial standard license in elementary teaching and who has attempted the Reading Specialist (0300) examination as required under subsection (c) for elementary teaching, but who has not achieved the minimum acceptable score, is eligible for a nonrenewable limited license for the 2001-2002 academic year. (*Professional Standards Board; 515 IAC 1-4-2; filed Nov 26, 1985, 8:20 a.m.: 9 IR 717; filed May 13, 1987, 9:30 a.m.: 10 IR 2289; errata filed Jul 17, 1988, 11:00 a.m.: 10 IR 2741; filed Sep 27, 1988, 10:10 a.m.: 12 IR 299; filed Dec 15, 1989, 4:45 p.m.: 13 IR 886; filed Mar 1, 1991, 10:35 a.m.: 14 IR 1436; filed Jan 28, 1992, 5:00 p.m.: 15 IR 1004; filed Apr 26, 1994, 5:00 p.m.: 17 IR 2066; errata filed Jun 7, 1994, 4:00 p.m.: 17 IR 2359; filed May 10, 1999, 12:36 p.m.: 22 IR 2867; filed Nov 20, 2000, 3:21 p.m.: 24 IR 996; filed Jun 1, 2001, 2:00 p.m.: 24 IR 3031; readopted filed Sep 25, 2001, 9:43 a.m.: 25 IR 529*) NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-4-2) to the Professional Standards Board (515 IAC 1-4-2) by P.L.46-1992, SECTION 19, effective July 1, 1992.